Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEXT-DEPENDENT ANALYSIS QUESTION – RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | The single controlling point made with an awareness of task (mode) about a specific topic | | | |
| **Content** | The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations | | | |
| **Organization** | The order developed and sustained within and across paragraphs using transitional devices and including an introduction and conclusion | | | |
| **Style** | The choice, use, and arrangement of words and sentence structure that create tone and voice | | | |
| **Conventions** | Grammar, usage, mechanics, spelling, and sentence formation | | | |
|  | **4** | **3** | **2** | **1** |
| **Focus** | * **Effectivel**y addresses all parts of the task, demonstrating in-depth understanding of the text(s) | * **Adequately** addresses all parts of the task, demonstrating sufficient understanding of the text(s) | * **Inconsistently** addresses some parts of the task, demonstrating partial understanding of the text(s) | * **Minimally** addresses part(s) of the task, demonstrating inadequate understanding of the text(s) |
| **Content** | * **Thorough** analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences * **Substantial**, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions * **Substantial** reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose | * **Clear analysis** of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences * **Sufficien**t, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions * **Sufficient** reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose | * **Weak or inconsistent** analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences * **Vague** reference to the text(s) using some details, examples, quotes, facts, and/or definitions * **Weak** reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose | * **Insufficient** or **no** analysis of the text(s); may or may not support claims, opinions, ideas, and inferences * **Insufficient** reference to the text(s) using few details, examples, quotes, facts, and/or definitions * **Minimal** reference to the main idea(s) and/or relevant details of the text(s) |
| **Organization** | * **Strong** organizational structure that effectively supports the focus and ideas * **Effective** introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) * **Skillful** use of transitions to link ideas | * **Appropriate** organizational structure that adequately supports the focus and ideas * **Clear** introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) * **Appropriate** use of transitions to link ideas | * **Weak** organizational structure that inconsistently supports the focus and ideas * **Weak** introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) * **Inconsisten**t use of transitions to link ideas | * **Minimal** evidence of an organizational structure * **Minimal** evidence of an introduction, development, and/or conclusion * **Few**, if any, transitions to link ideas |
| **Style** | * **Effective** use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events | * **Appropriate** use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events | * **Inconsistent** use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events | * **Little** or **no** use of precise language or domain-specific vocabulary drawn from the text(s) |
| **Conventions** | * **Few** errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | * **Some** errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | * **Errors** may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning | * **Many** errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present oft en interfere with meaning |
| **Non-scorable** | BLK (blank) ... No response or written refusal to respond or too brief to determine response  OT .................. Off task/topic  LOE ............... Response in a language other than English  IL ................... Illegible | | | |